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INTRODUCTION


I AM FROM GHANA IN AFRICA. I HAVE HAD THE OPPORTUNITY OF RECEIVING TRAINING ON PROFESSIONAL DEVELOPMENT HERE AT GEORGE MASON UNIVERSITY VERGINIA U S A. AS PART OF THIS PROGRAM; I HAVE HAD THE OPPORTUNITY TO OBSERVE SCHOOL CULTURE AND TEACHING AT ROBINSON HIGH SCHOOL IN FAIRFAX VIRGINIA.

THE DETAILS OF MY PARTICIPATION IN THE PROGRAM ARE CONTAINED IN THIS PORTFOLIO
PERSONAL INFORMATION.

NAME- Eric Agbe –Carbonu

COUNTRY - Ghana

SCHOOL – St Mary`s Secondary School Accra.

SUBJECTS TAUGHT;

   Social Studies, Geography, History.

PROFESSIONAL QUALIFICATION

BED[social studies]-University of Cape Coast.

CERTIFICATE IN JOURNALISM-Ghana Institute Of Journalism.

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MY GOAL

My goal as a teacher is to be a holistic change agent, who will make positive impact in the lives of my students in particular, and the school as a whole.

To achieve my goal, I have to engage in both curricular and extra-curricular activities in the school with my students.

To be an effective change agent, I have to be professionally and intellectually equipped. As a result, I see any training program as an opportunity to enhance my self-worth.
REFLECTIONS

REFLECTIONS ON SCHOOL VISIT AND OBSERVATION

The School I visited and observed is ROBINSON HIGH SCHOOL in Fairfax Virginia.

The school has students from different racial background.

The first contact of institutional culture is the security system the school has put in place; all visitors needed to report and identify themselves at the general office

The compound is well kept and the school atmosphere is conducive for teaching and learning.

CLASSROOM SITUATION AND CULTURE.

The first thing I noticed is the class size which is about thirty [30]. This is in sharp contrast with schools in Ghana which have class size of about fifty [50]. The relatively small class makes it possible for easy movement of the teacher and a closer interaction with the students.

The classrooms are technologically equipped with overhead projectors and Television screens as a result, the teachers use audio visual materials as an effective teaching and learning aid.

There is cordial relationship between the teachers and the students despite this, the teacher is in firm control and ensures effective discipline.

Teaching is activity based and the students participate in class work and class activities.
Both Teachers and Students take home work and class assignment seriously.

One thing that intrigued me is the opportunity for students who did not do well in a class test to take second chance test.

THE VISIT TO SHERANDO HIGH SCHOOL

The visit Sherando High School was revealing it me the opportunity compare rural school setting with an urban one. It also gave me the opportunity to compare rural school in the U S A and rural school in Ghana.

I was impressed with the diversity of programs offered in the school.

The school is well equipped with enthusiastic staff
REFLECTIONS ON FIELD TRIPS

As part of the program, participants had the opportunity to visit some places of interest. Places of interest include;

A-The White House.
B-The History Museum.
C-The Jefferson Memoriam.
D-The Lincoln Memoriam.
E-Baltimore National Aquarium.
F-Annapolis.
G-Philadelphia.
H-Mount Vernon

These places of interest gave participants the opportunity to understand the History, Culture and Politics of the U S A.

The field trips also were a learning opportunity for us to study about things we learned in books back home.

Despite the academic importance, the field trips were an opportunity to break from the stress of academic work. The IREX officials, Dr Steely and family, Dr Sharokhi and family were wonderful in organizing and conducting these field trips.

These trips will leave indelible memories in our minds about our visit and stay in the U S A.
The Philadelphia trip was with the students of Robinson High School. The students were supposed to write a project work on the field trip.
REFLECTION ON COURSE WORK

The course work was very informative and relevant. It gave clear insight into how to improve our teaching by applying relevant methods and strategies.

It is worthy of note that the different applications of teaching and learning strategies were adequately explained to us.

The program emphasized the strong need for the use of Technology in teaching. This is why the computer lessons were very useful. I have seen the need to introduce the use of technology especially power point presentation in my teaching back in Ghana.

Introducing us to PORTFOLIO is a new discovery to me. To me, it is a new way of packaging information which will serve as a standard of reference that can easily be assessed and resorted to.

I plan to introduce the concept of portfolio making to teachers in Ghana.

One thing I have learnt from this program is, ‘no one is wrong but everyone has a different point of view.’
MULTIPLE INTELLIGENCES THEORY

Multiple Intelligence approach in teaching involves the application of all the faculties in the teaching learning process. This involves the application of all, or the combination of any of the following intelligences.

A-Linguistic intelligence.

B-Logical mathematical intelligence.

C-Spatial intelligence.

D-Body kinesthetic intelligence.

E-Musical intelligence.

F-Interpersonal intelligence.

G-Intrapersonal intelligence.

H-Natural intelligence.
LESSON PLAN USING MULTIPLE INTELLIGENCES

SUBJECT-Geography

TOPIC - Population in Ghana

Duration- 80mins [Double Period]

Linguistic intelligence

The teacher asks the students to read the topic, one paragraph after the other to the class the students take turns to do this.

Mathematical and Logical intelligence

Students are asked to look at the Population map of Ghana and compare the difference in numbers between rural and urban areas.

Spatial and kinesthetic intelligence

Students are to sketch the map of Ghana and show areas of high density population, areas of medium density population and areas of low density population. Students are to give different colour to the different areas.

Interpersonal intelligence

Students are to come up with ways of approaching people to make them understand the need to control population.

The students are given the opportunity to ask questions on the topic.
ASSESSMENT

The teacher gives the class a quiz to assess their understanding of the lesson.

HOMEWORK
EDUCATION LEADERSHIP

TEACHER LEADERSHIP SELF ASSESSMENT

The teacher leadership assessment score sheet gives the individual teacher the opportunity to assess himself and know where he falls. From my understanding, whether the teacher falls high or low on the score sheet does not mean he is good or bad but an indication as to what to do to improve your leadership qualities.

My scores are as follows;

A- SELF AWARENESS -24
B- LEADING CHANGE-25
C- COMMUNICATION-21
D- DIVERSITY-24
E- INSTRUCTIONAL PROFICIENCY-25
F- CONTINUED IMPROVEMENT-25
G- SELF-ORGANISATION-23
PERSONAL LEADERSHIP ACTION PLAN

VISION/MISSION

The project is to organize in-service training schedules for teachers in my community.

The goal of this project is to help teachers in my community see new and effective ways of teaching and how to apply them in the classroom.

CALENDAR [Duration of training]

The training will be short training schedules for different schools the training for each school should take a week.

RESULTS

Results will be measured by the feedback the teachers and their students.

LEADERSHIP PRACTICES

I am privileged to be the vice president of the graduate teachers association of Ghana which is the main graduate teachers union in Ghana. From this stand point, I could organize easily my union for this project.

This project is important to me because, it responds to the strong need to give in-service training to teachers to improve their teaching.

MY BELIEFS AS A TEACHER LEADER.

My belief as teacher leader is, Education is a profession that needs constant perfection the moment the teacher becomes content with him or herself, the wind of change will blow past him or her.
To be abreast with a fast changing world, the teacher need to come to terms with new and effective teaching models and methods.

To contribute to the above need, I should appreciate team work and the need to create and share knowledge.

The purpose for which we are teachers is to give knowledge, build skills, and develop worthwhile attitudes of our students. It therefore behooves on us to always get the best for them.
LESSON PLANS

LESSON PLAN 1 -

TOPIC-The coming of the Europeans to Ghana.

OBJECTIVE –By the end of the lesson, students should understand factors that influenced European traders to come to Ghana in the 13th century.

Duration of lesson -80minutes [Double period].

MATERIALS FOR THE LESSON.

A-Test- books

B-Maps and Globe.

C-Pictures and artist impressions.

CONTENT.

A-Recall of previous knowledge of students through asking probing questions.

B-The period in history when the European voyage started.

C-Reasons for European trade with Ghana.

D-Effect of the trade on both Ghanaians and Europeans.

E-Items of trade-Gold, Ivory, Rum, Animal skin etc.

F-Who benefited from the trade?

ACTIVITY.

A-Students are made to read on the topic individually in the class.
B-Students are made to narrate what they have read to the class.

C-The teacher explains the topic and the content to the students.

D-The students are put into groups for group work on the topic.

E-Students are made to ask questions on the topic.

ASSESSMENT.

The teacher asks students questions on the topic to check their understanding.

HOMEWORK-Students will write four effects of European settlement in Ghana.
LESSON 2

TOPIC- POPULATION IN GHANA

OBJECTIVE- By the end of the lesson students should know what the population of Ghana is. They should also know the growth rate and the factors that contribute to the population structure of Ghana.

DURATION OF LESSON 80 MINUTES [Double period]

MATERIALS FOR THE LESSON

A- Map of Ghana
B- Text books
C- Population pyramids
D- Charts and Graphs
E- Audio visual aids

CONTENT OF THE LESSON

A- The definition of population
B- Factors leading to population growth eg cultural factors, political factors, migration etc.
C- Relationship between population and resources
D- Effects of Population growth on national development
F- Population control.

TEACHING ACTIVITY.

A- Warm-up activity: The teacher a population game with the students.
B-The teacher introduces the topic to the class.

C-The teacher lectures on the topic explaining various aspects of the topic to the students.

D-The students are put in groups for class discussion.

E-Students ask questions on the topic and the teacher explains it to the students.

ASSESSMENT.

The teacher puts questions to the class to assess their understanding of the lesson.

HOMEWORK-Students will write three ways of controlling population.
LESSON THREE

TOPIC- SLAVE TRADE

OBJECTIVE

By the end of the lesson, students should understand the genesis of the slave trade, how it was organized, the players of the trade and the moral lessons relevant for today’s world.

MATERIALS FOR THE TOPIC.

A- Text books
B- Maps
C- Audio visuals

CONTENT OF THE LESSON

A- Tracing slavery from ancient times
B- Differentiating local slavery from the Trans Atlantic Slave Trade.
C- Causes of the Slave Trade.
D- How the trade was organized.
E- The effect of the trade on the local people.
F- Moral lessons for today.

ACTIVITIES:

To measure previous knowledge, the teacher will ask probing questions on the topic.
Students will alternate reading paragraph by paragraph the topic to the whole class.

Group work- students are put in groups to prepare a presentation on each paragraph.

After each presentation, students will put questions to their peers for explanation.

The teacher will then explain challenging issues to the students.

ASSESSMENT

The teacher will ask questions to assess students understanding from their answers.

HOMEWORK-Students should write on two modern parallels of slavery.
LESSON FOUR

TOPIC- GENDER BALANCE

OBJECTIVE-By the end of the lesson, students should know the benefits of gender equality to the individual and the society as a whole.

DURATION OF LESSON-80 MINUTES[DOUBLE PERIOD]

CONTENT-Identify the special attributes of each gender

   Explain complementary roles each gender plays in the society

   Identify areas of inequality

   The effects of inequality on society

   The benefits of equality on the society

   Bridging the gap between the genders

MATERIALS FOR THE LESSON

   Text books

   Newspaper articles

   Audio visuals

ACTIVITIES

   Students are made to write their preferences when they give birth. They then discuss the reasons for their preference with their classmates.
The class is put into groups to come up with various areas of gender imbalance in our society. They are also to identify role models that cut across the sexes in the Ghanaian society.

The teacher explains to the class issues on gender.

ASSESSMENT-Students are to suggest ways to improve on gender equality in Ghana.
LESSON FIVE

TOPIC – INDUSTRIALISATION

OBJECTIVE - By the end of the lesson, students should know the various types of industries. They are to understand the importance of industries to the economic development of their country.

DURATION OF THE LESSON - 80 Minutes [Double lesson]

PRE-LESSON ACTIVITY - Students one after the other uses each alphabet to name a firm in an industry.

ACTIVITIES

Probing questions are asked to measure student’s knowledge.

The teacher explains the various levels of industries to the students.

The teaching activity will involve reading the text and explanation by teacher.

Students will be allowed to ask questions on the topic.

TEACHING MATERIALS.

Text books

Industrial Maps

Sample of products from industry

ASSESSMENT

A short quiz will be organized to assess students understanding.
Lesson Plan 1

Intern: Nazarena Cali  Grade Level: 8th grade

Title: Presenting a project on sports    Date: October 19th

Objectives: Students will develop and deliver oral presentations in groups and individually.

Students will respond to audience questions and comments, using grammatically correct language.

II. Materials for Learning Activities: flash cards, paper, markers, pictures.

III. Procedures for Learning Activities

Warm-Up: Students identify different sports looking at the flashcards the teacher show. They choose one that they really like or practice.

Transition: Each student takes a few notes on the sport chosen as, for example, if it is an individual or team sports, how many players are needed, where it is played, what elements are used.

Activity 1: Students who chose the same sport form groups and prepare a poster about it.
Activity 2: Each group presents the poster and answers the class’s questions and comments, using complete sentences and appropriate vocabulary.

IV. Assessment: The class takes notes on each poster presentation: they complete a chart on the whiteboard with each sport’s characteristics, according to what they have heard from the groups. The teacher takes notes on each group according to how well the class completed the columns in the chart.

V. Differentiation: Each student writes about the sport that he/she likes as much as he/she wants. When students gather in groups, they complete their notes with the information each member provides. If there are no strong students in a group, the teacher assists them. The group decides who presents the poster: it may be that every person in the group talks, or just one of them.

VI. Reflection: It is necessary to foster collaboration among students. In real life nobody works completely alone, but with others. And it is important that students understand that success is not valuable if it cannot be shared with the people that work with you.
Lesson Plan 2

Intern: Nazarena Cali  Grade Level: 9th
Title: Experience in the music world  Date: October 19th

I. Objectives: Students will label different styles of music. Students will express what their experience is as regards music.

II. Materials for Learning Activities: CDs, whiteboard

III. Procedures for Learning Activities:

   **Warm-Up:** Students listen to excerpts from different popular songs or pieces of music and try to identify them (ex.: rock, pop, reggaeton, hip-hop, latin, etc.)

   **Transition:** The teacher makes students listen to some other pieces of music that, perhaps, are not as popular among them as the first ones (classical, folklore, tango, etc.): she writes the label on the whiteboard.

   **Activity 1:** The teacher hands out a chart. Students have to tick or cross depending on if they have had that musical experience or not (ex.: sing in public, take guitar lessons, download music from the Internet, etc.). When students have answered, the teacher writes on the board the sentence: **I have sung in public.** Students have to do the same with the experiences they have had.
Activity 2: Students add 2 (two) more musical experiences to the chart. They read them aloud to share them with the class.

IV. Assessment: The teacher takes notes on each student’s oral participation in class, and on how well they completed the chart (she/he walks around the classroom, checking this activity and assisting the ones that need help).

V. Differentiation: As the topic is interesting for teenagers, they know most of the names of the different music styles. In activity 1, the teacher provides the model, so students have just to follow it and change the different word/s. as the teacher walks around the classroom during this activity, she/he can assist every student that needs help; while stronger students can work by themselves.

VI. Reflection: It is important that topics that are interesting for students are presented in class so that their attention is caught and they feel motivated to participate in the lesson; then, the teacher can introduce new vocabulary (as different music styles) or grammar points. Teenagers should not limit their knowledge to just the music styles they like.
Lesson Plan 4

Intern: Nazarena Cali                        Grade Level: 7th
Title: A tourism brochure                       Date: October 27th

I. Objectives: By the end of the lesson, students will be able to:

   Identify the parts of a brochure
   Recognize places in a map
   Recognize adjectives to describe places

II. Materials for Learning Activities

   Real brochures from Parana –our city-, and other cities in Entre Rios –our state-.
   checklist

III. Procedures for Learning Activities

   Warm-Up: Quote and comment (adaptation): The classroom walls. She explains that they are all of cities in Entre Rios –our state-, including our city, Parana. The teacher makes them count and the number that each student gets corresponds to the number of the brochure he/she is going to start observing; they have to look at all the brochures. They are to check if the four (4) elements of a brochure are present in them all: logo, photographs, map, and the descriptive text. They complete the checklist provided by the teacher.
Transition: Students are grouped according to the numbers they got in the previous activity: they look at the brochure paying more attention to the four elements mentioned and discussing so that everybody in the group knows what the brochure says.

Activity 1: Brainstorming: Teacher asks students what things can a person find in a map and she writes all their responses on the whiteboard. Then, every group checks if those things are on their maps.

Activity 2: Teacher gives students a group of words that appear in the text: students are to find them in the text. Teacher asks them what kind of words they are –adjectives- and how they knew they are adjectives –because of the position in the phrase or because they are cognates-

IV. Assessment: Project: In pairs or groups of three, students discuss “the ideal brochure” and, once they agree on the details, they design it (they can draw, paint, paste, type and print, etc) and present it to the class.

V. Differentiation: As the work is mostly done in groups or pairs, students can collaborate and help each other. Students can contribute to the project with any aspect of it: this allows creative students that are not very strong in the language to collaborate with the work. Students that are more proficient in English can make the oral presentation. Students who are proficient but more interpersonal, can compose the text and so on: every student can participate in this class and in the project.

VI. Reflection: Every student has a chance of participating in this class. Perhaps, it is not a class in which they will speak all the time in
English, but they will learn key words, the basic elements in a brochure, how to recognize places in a map and some adjectives usually found in this kind of text. They will collaborate with mates to do each activity, just as in the real world.
LESSON PLAN (1)

Grade Level: 10

Subject: Economics

Title/Topic: Economic Systems

Number of Students: 55

Date:        Duration:

Objectives:

By the end of the lesson the student will be able to:

➢ Define/Explain Economic Systems

➢ Identify the types of Economic System

➢ Identify the type of Economic System their country (Ghana) runs

➢ Identify countries that practice:

  • Capitalist Economic System
  
  • Socialist Economic System
  
  • Mixed Economic System

➢ Differentiate between:

  • Capitalist Economic System
  
  • Socialist Economic System
  
  • Mixed Economic System

Materials:
Supplemental economic texts, pamphlets, library resources, and computer on-line database searches should be available for the students to use in their research. Allow class time for the groups to work together. This is also a good time to use a multimedia program for a review before testing or to reinforce a concept.

**Procedure for Learning Activities:**

- **Introduction:** (Ice breaker 5 minutes)
- **Development** (15 minutes)

Students will be asked to work in pairs of three. A script will be given to them to read, discuss and write down their understanding of Economic Systems, types of Economic Systems, and examples of countries that practice them.

I will ask Student groups, preferably, as volunteers share their work with the class.

After each presentation i will ask the opinion of other students who were observing to comment on the presentation, an encouragement, a suggestion, etc. This should be than orderly by showing hands to be called.

I then summarize this part of the lesson on the Board

- Definition of Economic Systems
- Types:
  - Capitalist Economy- US, etc
  - Socialist Economy – Former Soviet Union, etc
  - Mixed Economy – UK, Ghana, etc

**Assessment:** (10 minutes)

3 – 2 – 1 approach: That is writing down:
3 things you have learnt

2 things you will like to know

1 comment/question

This will list will be the ticket to leave the class

**Differentiation:**

As students learn differently according to Gardner’s theory of Multiple Intelligences, by structuring the assessment activities in this way the teacher will have addressed most of the intelligences and learning styles.

**Reflection:**

Student will have an idea of the economic system of Ghana and most developed countries of the world and create a connection to development.
LESSON PLAN (4)

Grade Level: 10

Subject: Economics

Title/Topic: Demand and Supply

Number of Students: 55

Date: Duration:

Objectives:

By the end of the lesson Students will be able to:

1. Define the terms supply and demand.
2. Identify what happens when demand exceeds supply.
3. Identify what happens when supply exceeds demand.
4. Explain how supply and demand affects choices such as: careers, types of cars made, etc.
5. Give recent examples of instances where demand exceeded supply and the results.
6. Explain how economic stability or affluence affects supply and demand.

Materials for Learning Activities:

Teacher materials: tokens, prize for each student in class (it can be something as simple as chocolate kisses)

Student materials: pencil, 3 index cards

Procedures for Learning Activities:
1. Students will be given a box of tokens with at least two different colours in it and asked to select any number of them from 1 to a handful.

2. Place a value on the tokens. (Make certain this is done AFTER students have already selected their tokens.)

3. Pull out an object student would desire to win and let the students know that they will only receive an "A" on this lesson if they own this selected item of which you happen to have EXACTLY one of. You will announce the bidding to be open at 10 and they may use their tokens to purchase the item.

4. Continue auction until a student has paid a high price for this item and received it. Then pull out a large supply of the very same item just sold while announcing that you do just happen to have a few more of these items and you're willing to open the bidding at 1. WAIT & WATCH REACTION!

5. Write supply and demand on board. Ask the individual who bought the overpriced item to define what these terms mean to him in light of the experience he just had, explain why he was motivated to pay such a high price for it, and let us know if he would have paid so much had he known there were enough items to go around.

6. Guide students in a discussion which covers all objectives. (I found an effective lead-in to objective #6 is to ask the following: "What if these tokens represented money and this was all the money you had available for two months?")

Assessment:

1. Ask students to think of three items in their desks and to secretly set a price for each one of them on an index card which is folded so that it can stand upright on the desks.

2. Instruct students to then take out the items and place them by the appropriate "price tag" on their desks.

3. Invite students to go "shopping" and check out all the prices in the "store".
4. Lead the students in the discussion which will naturally follow with questions such as:

"Now that you know how other merchants priced their items how will it affect your pricing of the same items?"

"Were there some items that would be in high demand because of their low supply? How might that affect pricing?"

5. Students may want to stock their "shelves" differently after doing some comparison shopping and seeing the availability of certain items. You may then choose to give them another opportunity to price three items of their choice and discuss their changes and why they were made.

**Differentiation:**

It is activity based which also involved a lot of movements. And involved very practical simulation, so various learning group would benefit from it.

**Reflection:**

This lesson allows for personal involvement in the concept of supply and demand which helps the students see how it relates to their everyday life.
LEARNING STRATEGIES

Strategy 1

1-NAME OF STRATEGY

GROUP WORK-Group work is a student centered strategy that involves the student in the teaching learning process.

2-WHEN IS THIS STRATEGY USEFUL?

The strategy is useful when there are strong and weak students in the class. The strategy enables transfer of knowledge from stronger students to weaker ones. It is also useful when the teacher wants to cover a large section of the syllabus within a short time.

3- STEPS IN USING THE STRATEGY

STEP 1

In a class of say 50 students are put in five group of ten in each group the Teacher makes sure there are strong and weak students.

STEP- 2

Teacher gives the topic for discussing to ensure participation, roles are assigned to students in the group e.g., leader, note taker etc.

STEP-3

Presentation-students present their work to the class for general class discussing

4- I will teach other teachers in my school to know about this strategy since it ensures student active participation.
Strategy 2

1 DEBATES

2 This strategy is most useful when a panel class discussing is organized for the class.

It is also useful when a controversial topic is being discussed for example, “who is most guilty? The Europeans who came for the slaves or the African chiefs caught the slaves for the European?

3 STEPS IN IMPLEMENTING THIS STRATEGY

A-Students ballot by selecting folded paper to be on either side of the Debate

B-The two sides are made to select their lead debaters

C-Main debate takes place

4-The benefit of this strategy is, it will bring out debating skills out of the students and be able to present two sides of an issue.
Strategy 3

1 PICTURE DISCUSSING

2-When is this method used? This strategy is used when the topic under discussing needs pictorial images to bring the message home

3-Why should the method be used? - By using this method, events are made real in the minds of the students by so doing relate more with the event.

STEPS INVOLVED IN USING THIS METHOD

A-The teacher presents pictures about the topic to the class

B-The class is made spend some time to write about the pictures.

C-Students discuss the pictures in the class.

4- WHY IS THIS METHOD USEFUL?

This method makes students participate in class activity it makes discussing lively and interesting. This strategy breaks the monotony in the teaching and learning process.
Strategy 4

1-NAME OF STRATEGY-JIGSAW

2-WHEN IS THIS STRATEGY USEFUL?

A-When the class is large

B-When the students are in groups for group work

C-When the teacher wants to cover a large part of the syllabus over a short time.

3-WHEN OR HOW IS THE STRATEGY USEFUL?

A-To build the spirit of team of team work

B-To create a sense of sharing among the students.

4- STEPS INVOLVED IN USING THIS STRATEGY

A-The class is divided into groups of say ten students

B-The lesson is divided into topic segments and assigned to the students in the group.

C-Students are given time to read the segment given to them.

D-Students are made to explain their segment to their corresponding colleagues in other groups

E-Students are made to present to the class the explanation made to them by their corresponding colleagues from other groups.

5-I will like other teachers in my school to you this strategy since it helps in making students participate in class work.
Strategy 5

1- NAME OF STRATEGY-TASKED BASED STRATEGY

2-WHEN IS THIS STRATEGY USEFUL?
A-When one is dealing with a large class.
B-When the class is tired and needs an activity to keep them active.

3-HOW IS THIS STRATEGY USEFUL?
A-This strategy is useful in keeping students busy with their lessons
B-It helps students share ideas with one another.
C-Students are able to build communicative skills.

STEPS
A-Students are put into small groups
B-A specific activity is given to the students to work on.
C-While students work on their task, the teacher monitors the students work.

This strategy will be applicable in Ghana because we have very large classes and large teaching syllabus.

4-I will like other teachers in my school to use this strategy because it will make their class more active and interesting.
CONCLUSION

This Portfolio is an attempt to document detailed activities of the above programme. Despite this, the Portfolio may gloss over some activities and events this however is not deliberate.

The concept of Portfolio making is a revelation to me. The knowledge gained and the sample we made here is just the first step in portfolio making. The main task is to make portfolio part of our professional life in our respective countries.

I take this opportunity to show appreciation and thanks to I R E X for giving us this opportunity to participate in this programme.

I will also like to thank the facilitators of this programme for the dedicated work they did in ensuring that we benefit from this programme.